**Mugginton Church of England Primary School**

**Education Theorists, Authors, Psychologists and others who inspire us**

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| **Name** | **Background** | **Thinking / notable publications** |
| Kurt Hahn | German educator who founded Gordonstoun School. Dr Hahn was instrumental in the creation of the Duke of Edinburgh award and Outward Bound | ‘**Plus est en vous**’ – There is more in you.  Dr Hahn believed that young people flourish when their horizons are broadened beyond just their academic potential. He set out to develop the qualities of compassion, honesty, initiative, a thirst for adventure and a sense of service to others in them. His intention was not just to prepare his students for exams, but also for life.  “*I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self denial, and above all, compassion.”* – Kurt Hahn |
| Dame Alison Peacock | Teacher, Headteacher, Author, Reseacher | Former Headteacher of the Wroxham school and author or co-author of ‘Learning Without Limits’ and ‘Assessment for Learning Without Limits’ (2016). The Wroxham School is the inspiration for our ‘Challenge Curriculum’ which emphasises the learning capacity of all children, regardless of their age or starting point. We believe that through a relentlessly positive approach; giving our children greater agency in the classroom and responsibility for their learning that we can transform their educational profiles.  ‘*You have the opportunity to become the person that others look back on later in life and inwardly thank for making the difference’* |
| John Bowlby | British psychologist famous for work on Attachment Theory | A Secure Base (1988)  Bowlby and notable colleagues, including Mary Ainsworth, posited that children have an innate tendency to seek and remain close to an ‘attachment figure’. The ‘quality’ of this early attachment is argued to inform the child’s ‘Internal Working Model’ for future relationships and is associated with future cognitive and psychological outcomes. When we state we want to be a ‘second family’ for our children – it is with this work in mind. The dynamic environment in which a child learns of must be considered alongside the cognitive factors involved in learning. |
| Carl Rodgers | Humanistic psychologist | Person-Centred psychology and psychotherapy is focused on human’s innate tendency to ‘self-actualize’ (a natural inclination towards growth and fulfilment). The ‘relational climate’ between individuals (therapist-patient; teacher-child) is at the heart of person-centred psychology and, we hope, the importance which Rodgers placed on relationships is reflected in our school culture and ethos. Rodgers work is closely associated with the work of Abraham Maslow and his Hierarchy of Needs which continues to be referred to when working with safeguarding, child protection and Early Help teams. |
| Kate Nation | Psychologist known for contribution to reading research, in particular ‘Poor Comprehenders’. | Nation and colleagues such as Anne Castles and Maggie Snowling have published widely on the subject of reading and language acquisition in children. Nation’s work on ‘Poor Comprehenders’ (children with age appropriate decoding accuracy who struggle to understand what they have read) is a constant reminder to us of the importance of broader language skills such as oral language, orthographic and morphological knowledge and vocabulary depth & breadth alongside synthetic phonics to achieve fluent, active readers. |
| Usha Goswami | Educational Neuroscientist | Professor Goswami is a widely respected neuroscientist with a significant body of research publications. Her work on ‘psycholinguistic grain size theory’ posited that different languages require teaching at different grain sizes (for example, word, syllable, onset-rime, phoneme). English, being a deeply irregular language, requires skilled readers to be versatile in decoding at these different grain sizes. Therefore, from the very beginning, children must be exposed to a rich world of language and books alongside their synthetic phonics education. |
| Robbie Case | Developmental psychologist working within Piagetian theory | Neo-Piagetian theorists such as Robbie Case (eg Case, 1992) argued that cognitive change occurs due to improvements in the efficiency of cognitive processes – particularly working memory capacity. Improvements in cognitive efficiency are due firstly to biology (synaptic growth, pruning and myelination). Secondly, practice with existing schemes leads to ‘automisation’. By repeatedly using a strategy (e.g. times tables), it becomes more automatic and requires less processing, which in turn frees WMC to construct new knowledge (analogous to Cognitive Load Theory). Case (1998) proposed ‘Central Cognitive Structures’, which are networks of concepts and relationships which, when automised, can be applied to new situations in a more advanced manner (similarly to Skemp’s concept of learning relationally). Learning is achieved through interaction between cognitive capacity, practice and constructive efforts to reorganise thinking. To improve pupils’ mathematics ability, a combination of basic didactic teaching alongside more conceptually orientated, constructivist exercises is required. This is analogous to the argument that traditional and modern mathematical teaching styles complement rather than contradict each other (McKeough, 1992; Case, 2001; Berk, 2008). |
| John Guthrie | Psychologist focussing on motivational theory | Guthrie and colleagues such as Allan Wigfield have published extensively on the role of motivational processes in learning to read. They created the Motivation to Read Profile – a questionnaire teachers can ask children to complete to learn more about their attitudes to reading and design personalised reading intervention. They developed the CORI (concept-oriented reading instruction) programme which is a framework which integrates motivational and cognitive theory into literacy instruction, using activities and content-area reading to motivate children to read, write, and think more deeply. Their research indicates greater gains in motivation, engagement, and reading achievement for pupils exposed to the CORI framework as opposed to control groups. Their research teaches us that engagement in reading is the joint functioning of motivational processes and cognitive strategies during reading comprehension. |
| Zoltan Dornyei | Professor of Psycholinguistics at University of Nottingham | Dörnyei argued that motivation is not static or constant and a person is not either motivated or unmotivated. Rather, motivation ebbs and flows, depending on many factors including the topic or the context. Vision is the highest-order of motivation, a goal combined with an imagined future reality, capable of overcoming these natural ebbs and flows, transforming action and engagement into long term effort. Directed motivational currents (DMCs) are intense and enduring motivational instances - surges of energy people experience when pursuing a personal goal or vision. DMCs spur focused and sustained action and are energy-producing, not energy-draining. During a DMCs People find themselves not just motivated to achieve a goal, but driven to do so, imagining a desired future reality. A DMC combines visions with motivated focused action. The main components of a DMC are: (1) A vision directed towards achieving an end goal; (2) A clear starting point, or triggering event, activated by something specific, either cognitive or contextual; (3) Perceived personal ownership of the goal and control over its progress; (4) Progress towards the goal must be evident, providing continued momentum; and (5) Positive emotions experienced with the achievement of necessary sub-goals. |
| Katharine Birbalsingh | Headteacher and author | The founder and Headmistress of the Michaela Community School. The school’s motto is ‘Work Hard, Be Kind’. Despite the diverse socio-economic location of the school, their outcomes (Progress 8) put them as the fifth best performing school in the country. Their website states that children at Michaela do not just learn a lot, they learn to become better people.  Whilst Mugginton and Michaela are very different schools, Ms. Birbalsingh inspires us because of her clarity of vision and commitment to the values and culture which she believes is best for the children under her care. The school’s emphasis on kindness and becoming a better person chimes strongly with what we work towards at Mugginton. |
| Alan Baddeley | Psychologist | A psychologist renowned for his influential work on human memory. He developed a model of working memory with Graham Hitch to provide a more accurate description of short-term memory. The model was composed of three main components: the central executive (a supervisory system which controls the flow of information from and to its slave systems); the phonological loop and the visuo-spatial sketchpad. The phonological loop stores verbal content, whereas the visuo-spatial sketchpad caters to visuo-spatial data. Both the slave systems only function as short-term storage centers. This model has been update to include a fourth component – the episodic buffer and has had a profound effect on our understanding of the short-term retention and manipulation of information. This informs our day-to-day practice in schools – children with poor working memory must not be ‘overloaded’ with information because they will not be able to learn as well as they could do with more manageable tasks and information. |
| Julian Elliott | Educational Psychologist | Professor Elliot is best known for his work in the area of reading. He is a former teacher of children with learning and behaviour difficulties, educational psychologist, teacher trainer and researcher andhe has been studying dyslexia and reading difficulties for more than 40 years. His research into issues surrounding dyslexia has led to a wide ranging debate and he has long argued that a focus on a small proportion of children often leads to many other struggling readers failing to receive the help and support they also need. In his 2014 book, The Dyslexia Debate, co-authored with the US-based geneticist and psychologist, Elena Grigorenko, Professor Elliott showed that the most effective interventions for struggling readers work irrespective of whether or not the child is deemed to be dyslexic. Rather than pouring resources into a scientifically questionable diagnostic procedure, Elliott argues that all children who are struggling to read should be identified as early as possible and provided with scientifically supported forms of intervention. This belief that all children can make progress from their individual starting points and a focus on impact and personalised support rather than ‘labels’ drives us to give the best to our children. |

  

  